

Year 5 Isolation work - Week 5


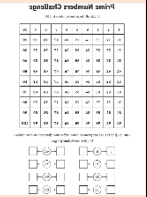
There are lots of activities planned here for you to do at home. This is a suggested timetable so please don't worry if you don't do it all – you just need to do what you can. If you can do a bit of English and maths every day, that would be fantastic as it will help you to be ready for when you come back to school.

There are also a range of topic and science resources that you may wish to do in the afternoons.

If you cannot print this off, please don't worry. You should be able to do most of the activities with a pen/pencil and paper and if you can't don't worry about it. If you've an A4 pad of paper or a notebook at home, that would be great.

If you cannot access the online resources, there are plenty of other activities here that you can do. Remember, there are lots of other things you can do that you don't need the internet for, like reading a variety of books/newspapers/magazines, practising your times tables, practising the year 5 spellings (available in your reading record), writing a diary entry for every day, artwork etc.

If you do some work that you're really proud of, you can send it us at year5@lps.hereford.sch.uk for us to look at!

DAY	ENGLISH	READING More activities below!	SPAG SEE BELOW FOR SPAG MATS!	MATHS
MONDAY	<p>Exploring the poet Benjamin Zephaniah L.O. To learn about a poet and the historical context of a poem https://classroom.thenational.academy/lessons/to-learn-about-a-poet-and-the-historical-context-of-a-poem-74u3ec?activity=video&step=1</p> <p>Write a list of all the things you can think of to capture what the word British means. You might also want to have a go at putting these into a poem on an A4 sheet of paper. Include pictures border to illustrate your ideas.</p>	<p>Street Child by Berlie Doherty</p> <p>L.O. To engage with the text and the main character</p> <p>https://classroom.thenational.academy/lessons/to-engage-with-the-text-and-the-main-character-70r34d?activity=video&step=1</p>	<p>Choose 5 different year 5/6 spellings each day.</p> <p>Today, write the words in the shape of a pyramid!</p> <p>e eq equ equi equip</p>	<p>L.O. Add and subtract numbers mentally using increasingly large numbers. Multiply and divide numbers mentally.</p> <p>Three Number Bingo Draw a rectangular 3 × 2 grid on your paper. Choose six numbers between 20 and 40 and write them in the spaces on their grid. Use a dice to roll 3 numbers. Use these numbers to make any number on your grid using any operation. Once the number has been made, it can be crossed out and the mathematical calculation wrote underneath. E.g using 3, 6 and 5 ... $6 \times 5 = 30$, $30 - 3 = 27$ Cross out 27.</p> <p>Can you devise a game with bigger numbers, or more dice?</p> <p>Make and use a times table fortune teller. (See instructions below.)</p> 
TUESDAY	<p>L.O. To read and analyse a poem https://classroom.thenational.academy/lessons/to-read-and-analyse-a-poem-68u30c?activity=video&step=1</p> <p>See afternoon activity below L.O. To design a safety poster for when working in the kitchen.</p>	<p>L.O. To make inferences about the main character</p> <p>https://classroom.thenational.academy/lessons/to-make-inferences-about-the-main-character-6wwp8d?activity=video&step=1</p>	<p>Write your words out using different sizes of letters to help you remember the letters in the word.</p> <p>brui se</p>	<p>L.O. To know and use the vocabulary of prime numbers. To record prime numbers.</p> <p>Exploring prime numbers – see below</p> 
WEDNESDAY	<p>L.O. To explore the writer's purpose https://classroom.thenational.academy/lessons/to-explore-the-writers-purpose-6nk3ed?activity=video&step=1</p>	<p>L.O. To ask questions when reading to help with our comprehension</p> <p>https://classroom.thenational.academy/lessons/</p>	<p>Use toys or household objects to make the words.</p>	<p>L.O. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>See below</p>

	Write a list of the key messages that Benjamin Zephaniah wants the reader to take away from his poem.	to-ask-questions-when-reading-to-help-with-our-comprehension-cgup8c?activity=video&step=1	e.g. lego, pasta, pencils, sticks	
THURSDAY	<p>L.O. To answer questions on a poem and to plan my own poem</p> <p>https://classroom.thenational.academy/lessons/to-answer-questions-on-a-poem-and-to-plan-my-own-poem-6gvkgc?activity=video&step=1</p> <p>Generate a mind map of all the things needed for a successful school.</p>	<p>L.O. To consider the author's characterisation</p> <p>https://classroom.thenational.academy/lessons/to-consider-the-authors-characterisation-6th3gd?activity=video&step=1</p>	<p>Write each word in fancy letters!</p> <p><i>ITALICS</i> <i>Cursive</i></p> <p>Ghostly</p> <p>Bubble</p>	<p>L.O. Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit.</p> <p>See below</p>
FRIDAY	<p>L.O. To write my own recipe poem</p> <p>https://classroom.thenational.academy/lessons/to-write-my-own-recipe-poem-6dgk6c?activity=video&step=1</p> <p>Write your poem out carefully on A4 paper. You might choose to decorate with a border of pictures linked to your text.</p>	<p>L.O. To reflect upon the story and Victoria society</p> <p>https://classroom.thenational.academy/lessons/to-reflect-upon-the-story-and-victoria-society-6nh68t?activity=video&step=1</p>	<p>Write the word three times and in different colours.</p> <p>You could use a timer.</p>	<p>L.O. Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10,000, 1,00,000.</p> <p>See below</p>

READING: You can choose to do one of these comprehensions – or both!

Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

Early Life

Rosa Parks was born on 4th February, 1913 and grew up mainly on a farm with her mother, brother and grandparents in Montgomery, Alabama, USA. She grew up at a time when American was segregated for black and white people.

Segregation in America

Segregation meant that many things for black and white people had to be separated by law. They had to use separate toilets, water fountains, entrances to public buildings and black and white children went to separate schools. It was also quite obvious that all the black facilities were not as clean or as modern as white facilities. Not only were black and white people segregated; black people were treated worse than white people within society.

The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

What Happened Next?

Amazingly, Rosa's behaviour unleashed a wave of protest and 40 000 black people in the area (and some white people) supported a bus boycott (a refusal to use the bus services in Montgomery). The bus companies lost a lot of money and the amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days, before it came to the attention of the government and just over a year later, in December 1956, the segregation on buses was lifted.

Rosa's actions made history as they sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



Rosa Parks Questions

Try and answer the questions using full sentences.

1. Where did Rosa grow up?

2. What is 'segregation'?

3. How were the facilities provided for black and white people different?

4. How old was Rosa when she did not move on the bus?

5. If you boycott something, what are you doing?

6. In 1955, how were the buses in Montgomery segregated?

7. In 'The Bus Ride That Changed History' section, why has the author used an ellipsis?

Rosa Parks Questions

8. Near the end of the text, the author writes that 'it wasn't the end of segregation'. When the bus laws were changed, why wasn't it the end of segregation?

9. In Rosa's quote, what was Rosa tired of and why do you think this was?

10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge £275 000 back in February 2012, having bought their ticket at the very last minute. Once they'd recovered from the initial shock, they donated a large amount to several different charities, as well as making improvements to their home and treating their family and friends to a few special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. The next thing we know, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000. Mr Mills added, 'We were all jumping around and dancing in the living room. We never believed it could happen again.' Alisha commented on the experience, 'I



William and Betty Mills - are they the luckiest couple in the country?

never knew my grandad could move like that!'

When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers which mean something to us, like family birthdays or house numbers. My lucky number is 13.'

The two winners have revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills. 'We'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Lottery Comprehension Questions

1. How often do William and Betty play the lottery?

2. When did they win £275 000?

3. Why do you think they donated some of their prize to charities?

4. How do the couple choose their numbers?

5. Write down 2 adjectives to describe William and Betty. Give reasons for your choices.

6. How was their second win celebrated?

7. What would you do with £800 000? Explain your reasons.

8. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.

Year 5 Autumn Term 2

1

a

Underline the parenthesis in this sentence.

Baby Jesus, who was laid in a manger, had many special visitors.



b

Look at these homophone words. Circle the correct word to fit the sentence.

The Olympians (rowed / rode / road) successfully into the coxless four final.

Despite being thrown from her horse, the jockey (rowed / rode / road) to the finish.

d

Mr Whoops has accidentally jumbled up a year 5 spelling words. Can you help him to unjumble them?

(Clue: It is an adverb!)



s e p e l l i a c y

c

Stolen Painting Found By Tree!

Why is this newspaper headline ambiguous?

e

Can you circle the adverb of possibility in the sentence?

I am definitely coming to your party - I wouldn't miss it for the world!

f

Underline the subordinate clause in this sentence.

After the full moon appeared, Peter's palms were suddenly covered in thick fur.



Year 5 Autumn Term 2

2

Can you circle the relative pronoun in this sentence?

Bobsleigh, which is an event held during the Winter Olympics, is a fast-paced and potentially dangerous sport.



a

Can you think of the -able suffix word to match this definition?

Worth lots of money _____

b

Tick the sentence that uses the plural possessive apostrophe correctly.

During the final round, all of the gymnasts routines' were exceptional.

During the final round, all of the gymnast's routines were exceptional.

During the final round, all of the gymnasts' routines were exceptional.



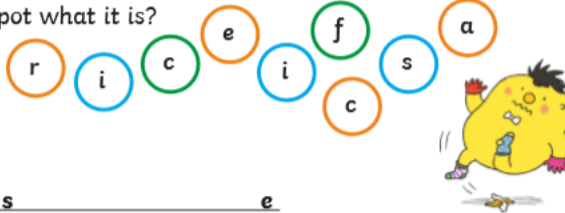
c

Circle the two pronouns in these sentences.

Jamie was running very late. He would surely be late for his dentist's appointment.

d

Mr Whoops has been juggling with the letters from one of his year 5 spelling words - can you spot what it is?



f

Choose the correct form of the verb 'to be' to into these sentences?

Later, we _____ setting off on our holiday.

were

Earlier, I saw two squirrels that _____ running up the tree.

was

Last week, Nicola _____ crowned as the champion.

are

e

Year 5 Autumn Term 2

3

Circle the possessive pronoun.

Nancy was very flattered and surprised that the flowers were hers.



a

Tick the sentence that uses the plural possessive apostrophe correctly.

The geeses' wings flapped gracefully.

The geese's wings flapped gracefully.

The geeses wing's flapped gracefully.



d

Write a sentence about this picture with the adverb at the beginning. Don't forget the appropriate punctuation!

The Chinese performers did the Dance of the Nine Dragons along the street.



b

Mr Whoops has made **two** spelling mistakes in his sentence. Can you underline and correct them?

As he entered the foriegn country, the passport control officer checked Mr Whoop's identitty.

e



Add the prefix dis- or mis- to these root words to make a word with the opposite meaning.

_____ continue

_____ spell

c

Can you change these adjectives into adverbs?

cheeky → _____

clumsy → _____

f

Year 5 Autumn Term 2

4

Underline the modal verb in the following sentence:

Nadia was learning sign language so that she could communicate with her friend.



a

Write an adverb that describes the verb in the sentence.

Wicked Mr Twit sniggered _____ at his latest trick.

b

Clumsy Mr Whoops has forgotten the rule about the suffix '-ing'. Can you help him with these words?

begin	→	_____
forget	→	_____



c

Can you think of a relative pronoun and a verb beginning with...

	Relative pronoun	Verb
...the letter W?		
...the letter T?		

d

Can you think of the word to match the definition?
(Clue: They are all words with an 'i' sound spelt with a 'y')

A legendary story _____ A religious song _____

e

Underline the subordinate clause in this sentence.

Although they were feeling a little sick, Rosie and Susan went on the teacups for the fifth time.



f

Year 5 Autumn Term 2

5

Underline the relative clause in this sentence:

Adam, who had terrible hay fever, couldn't stop sneezing.



a

Tick all the sentences that contain a subordinating conjunction:

Musa hates cabbage nor does he like sprouts.

Georgina took a deep breath before she dove into the pool.

Because he slipped on the ice, Jeremy needed his ankle bandaged.

d

Can you write the past tense of these words?

wear



say



b

Write one word into each section of this table:

adjectives	pronouns	proper nouns
<input type="text"/>	<input type="text"/>	<input type="text"/>

e

Mr Whoops has accidentally jumbled up a determiner. Can you help him unjumble it?

l

a

l



c

Tick the sentence that uses the word 'balance' as a noun.

During the gymnastics lesson, Heidi held a fantastic balance before completing a forward roll.

Lenny tried hard to balance the egg on the spoon.

f

Times Tables

1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30
6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36
7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42
8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48
9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54
10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60
11 × 1 = 11	11 × 2 = 22	11 × 3 = 33	11 × 4 = 44	11 × 5 = 55	11 × 6 = 66
12 × 1 = 12	12 × 2 = 24	12 × 3 = 36	12 × 4 = 48	12 × 5 = 60	12 × 6 = 72
7x table	8x table	9x table	10x table	11x table	12x table
1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10	1 × 11 = 11	1 × 12 = 12
2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20	2 × 11 = 22	2 × 12 = 24
3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30	3 × 11 = 33	3 × 12 = 36
4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40	4 × 11 = 44	4 × 12 = 48
5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50	5 × 11 = 55	5 × 12 = 60
6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60	6 × 11 = 66	6 × 12 = 72
7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70	7 × 11 = 77	7 × 12 = 84
8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80	8 × 11 = 88	8 × 12 = 96
9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90	9 × 11 = 99	9 × 12 = 108
10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100	10 × 11 = 110	10 × 12 = 120
11 × 7 = 77	11 × 8 = 88	11 × 9 = 99	11 × 10 = 110	11 × 11 = 121	11 × 12 = 132
12 × 7 = 84	12 × 8 = 96	12 × 9 = 108	12 × 10 = 120	12 × 11 = 132	12 × 12 = 144

Times tables tables fortune tellers

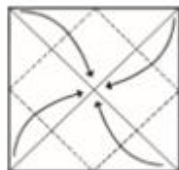
Instructions

①



With pictures face down, fold on both diagonal lines. Unfold.

②



Fold all four corners to the centre.

③



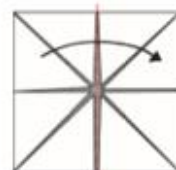
Turn paper over.

④



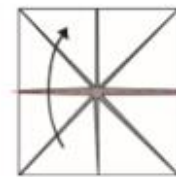
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.

⑦



Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.



Three Number Bingo

Draw a rectangular 3 x 2 grid on your piece of paper.



Choose 6 numbers between 20 and 40.

Write the numbers in the spaces on your grid.

I will roll the dice 3 times.

Use the rolled numbers to make any number on your grid using any operation.

Once you have made one of your numbers, cross it out and write your mathematical calculation underneath.

The first player to cross out all of their numbers wins.



L.O. To know and use the vocabulary of prime numbers. To record prime numbers.

Write out your own 100 square and follow the instructions below to shade in the prime numbers.

Choose some prime numbers and explore how many different ways you can represent the number.

e.g. 7, seven,, 0000000, $10-3=$, $1+6=$

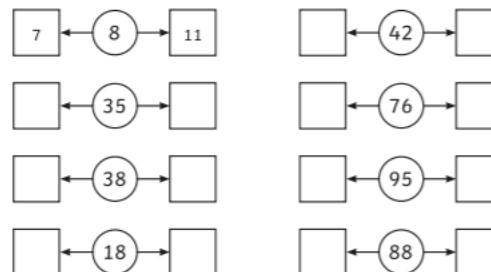
Prime Numbers Challenge

Shade all the prime numbers to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you find the nearest prime number before and after each number below?

The first one is done for you.



L.O. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Can you write out the 100 square using Roman numerals and the year 2021?

Roman Numerals

Can you count by only using letters?

I	1	XXX	30
II	2	XL	40
III	3	L	50
IV	4	LX	60
V	5	LXX	70
VI	6	LXXX	80
VII	7	XC	90
VIII	8	C	100
IX	9	D	500
X	10	M	1,000
XX	20	MD	1,500

Complete the 1– square using roman numerals

I = 1 V = 5 X = 10 L = 50 C = 100

I	II	III	IV	V	VI	VII	VIII	IX	X
XI	12	13	14	15	16	17	18	19	XX
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	XL
XLI	42	43	44	45	46	47	48	49	L
51	52	53	54	55	56	57	58	LIX	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

L.O. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Ordering 4-Digit Numbers

2156	1211	5369	1456	5786	2191	6819	1126	9105	8888
2145	2399	1365	9499	5876	9091	5010	6151	8527	3013

Compare and order the numbers above, from smallest to largest.

↑

	Largest
	Smallest

Rounding to the Nearest 10

Can you round these two-digit numbers to the nearest 10? Use the number lines to help you.

- 20 28 30
28 to the nearest 10 = 30
- 30 40
1. 32 to the nearest 10 = _____
- 40 50
2. 46 to the nearest 10 = _____
- 50 60
3. 54 to the nearest 10 = _____
- 60 70
4. 66 to the nearest 10 = _____
- 70 80
5. 71 to the nearest 10 = _____
- 80 90
6. 88 to the nearest 10 = _____
- 90 100
7. 93 to the nearest 10 = _____
- 40 50
8. 45 to the nearest 10 = _____
- 40 50
9. 44 to the nearest 10 = _____
- 70 80
10. 76 to the nearest 10 = _____

Rounding to the Nearest 100

Can you round these 3-digit numbers to the nearest 100? Use the number lines to help you.

- 200 280 300
280 to the nearest 100 = 300
- 300 400
1. 362 to the nearest 100 = _____
- 500 600
2. 565 to the nearest 100 = _____
- 800 900
3. 849 to the nearest 100 = _____
- 600 700
4. 623 to the nearest 100 = _____
- 700 800
5. 715 to the nearest 100 = _____
- 800 900
6. 890 to the nearest 100 = _____
- 300 400
7. 321 to the nearest 100 = _____
- 200 300
8. 245 to the nearest 100 = _____
- 500 600
9. 550 to the nearest 100 = _____
- 300 400
10. 376 to the nearest 100 = _____

Rounding to the Nearest 1000

Can you round these 4-digit numbers to the nearest 1000? Use the number lines to help you.



2800 to the nearest 1000 = 3000



1. 2345 to the nearest 1000 = _____



2. 3567 to the nearest 1000 = _____



3. 4812 to the nearest 1000 = _____



4. 5500 to the nearest 1000 = _____



5. 6955 to the nearest 1000 = _____



6. 8850 to the nearest 1000 = _____



7. 3310 to the nearest 1000 = _____



8. 1500 to the nearest 1000 = _____



9. 558 to the nearest 1000 = _____







10. 7321 to the nearest 1000 = _____

Afternoon activities This week's challenge is to look up and use your imagination! There are some different art ideas you might like to try, or perhaps you'd prefer to work with natural resources, fabric or paper collage. Enjoy the freedom to be creative.

Look Up and Use Your Imagination!




Find a comfy spot and relax. Look up at the sky and observe the clouds. Take time to really look at them. What shapes are they? Are they round, flat, long, thin, fat? Are any clouds close together or are they far apart? Do the shapes of the clouds resemble anything, anyone or anywhere? A person, a country, a monster, an animal, a car? Have a go at drawing the cloud shapes on a piece of paper and then turn them into something!



Cloud and Sky Art Ideas

All kinds of Blue!



Pack up your painting gear and take it outside! You will need paint (watercolours or ready mixed), something to mix in, a pot with some water, a paintbrush and some paper. Use the lovely blue sky as inspiration and see if you can mix up your own collection of blue hues! This is your chance to experiment and explore the way that colours mix. Try adding different amounts of black and white to your blue paint. What happens? You can present your blues anyway you fancy! You may want to create a circle of blues or maybe blue stripes? You may want to organise them from lightest to darkest? Or maybe darkest to lightest? You could even make a rainbow of blues!



A Watercolour Sky

Watercolour moves and spreads across the page. Don't panic, let it go and guide it in the direction you want it to travel in, it can make a beautiful cloudy sky! Adding more or less water creates different effects so you may want some paper to experiment on at the same time. Watercolours create beautiful, atmospheric sky images. Observe and paint!

Top tip: When reflecting on and evaluation your image hold it at arm's length to see how it looks from a distance.



Georgia O'Keeffe

Children love Georgia O'Keeffe's *Sky Above Cloud* series of paintings. O'Keeffe responded to views of clouds out of aeroplane windows. Our view is a little different – we are looking up at the clouds but can still take inspiration from her work. Take a piece of paper and explore painting clouds, interpret them in your own way. You may want to try and make them look realistic or you may want to take a more abstract approach. You could paint your paper blue before you begin. O'Keeffe worked on different sized canvases – you choose the size of your picture. One of her cloud paintings is as 8ft x 24ft!

Can you design a safety poster for working in the kitchen? Look at the checklist on the right-hand side to make sure you include all the important features.

Staying Safe

Think about how to stay safe at home, in school, outside in the park/street, online.

Choose one idea and create a poster.

Challenge:

Choose a different idea and write a short story to explain why the idea is important. Perhaps someone constantly goes against that idea and the consequences are...



Posters and Leaflets

- Short, snappy sentences/phrases
- An eye catching layout
- A catchy slogan
- Something to offer
- Attention grabbing pictures or photographs
- A final reminder of the product or message



MAKE A SOCK PUPPET



YOU WILL NEED

- AN OLD SOCK
- STRING
- PIPE CLEANERS OR WOOL
- FELT
- FELT TIP PENS
- GLUE
- SCISSORS

WHAT TO DO

1. PUT YOUR HAND INTO THE SOCK, MAKE A C SHAPE.
2. DRAW EYES ON USING A PEN OR STICK ON GOOGLY EYES
3. TAKE SOCK OFF HAND. LAY FLAT.
4. STICK ON STRING, PIPE CLEANERS AS HAIR.
5. MAKE EARS FROM FELT AND STICK ON

FROM EMILY OWEN

Can you make your own wellbeing booklet/fact file? It could include some of the ideas below from the Mind booklet.

(You may need to enlarge the print to see the text clearly.)



Appreciating people

Giving appreciation

- You could write a text or an email to someone (friend or family member). It could be a poem, a compliment about their personality or qualities, or saying thank you for something they have done.
- You can also think about what you like about someone and compliment them.
- Write down what you have done, or ideas for things to do in the future, in the box below.

What I did

Reflection:

How did doing this make me feel?

How can I use what I have learnt to help me be more resilient?

Wellbeing and resilience

Try filling in as many of these as possible:

Something I am good at:

Something that helps me feel happy or relaxed:

Someone in my life that makes me feel happy:

A place that makes me feel happy:

Something that helps me feel supported:

Something I am proud of:

Something helpful I do to help myself cope when times are tough:

Reflection:

How did doing this make me feel?

How can I use what I have learnt to help me be more resilient?

Good deeds

Do a good deed

- Do a good deed over the next week for someone; for example, cleaning up some dishes that have been left out.
- Try doing this without them knowing who it was.
- Write down what you have done, or ideas for things to do in the future, in the box below.

My good deed:

Reflection:

How did doing this make me feel?

How can I use what I have learnt to help me be more resilient?



Kindness

Counting kindness

This exercise is about focusing on and counting kind events and experiences in our lives. It's another way of turning our attention to the positive things that are around us.

- The activity is about spotting the examples of kindness that we experience every day but either don't notice or forget about very quickly.
- Over the next 24 hours, try to write down or remember as many examples of kind acts that you see, receive or have done yourself.

- These might be big or small. For example, a friend or family member may do something kind for you.
- These events can be written below or on another piece of paper.

What kindness did I notice?

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| _____ | _____ |
| _____ | _____ |
| 2. _____ | _____ |
| _____ | 5. _____ |
| _____ | _____ |
| 3. _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Reflection:

How did doing this make me feel?

How can I use what I have learnt to help me be more resilient?



Ice and Salt Rainbow

You will need:

- Plastic containers and bowls
- Water
- Salt
- Tray
- Food colouring/liquid watercolours
- Pipette/spoon/paintbrush



1. Fill different sizes and shapes of container or bowl with water and freeze overnight.
2. Remove the ice from the containers and place in a tray. Mix food colouring/paint with water and put aside for now.
3. Sprinkle salt over the ice or leave small piles of salt and watch the ice begin to crack.
4. Using a pipette, spoon or a paintbrush, dot the surface with food colouring/paint. This won't colour the ice – but will highlight the ravines, crevasses and tunnels that form in the ice as the salt melts it.
5. You can add more salt and colouring - or not - explore however you like!

THE SCIENCE

Water turns to ice at 0°C . Ice without salt melts due to the difference in temperature of the ice and the air round it. When you add salt, it dissolves into the water on the surface of the ice. Salt water has a lower freezing point than water so there is a bigger difference between the air temperature and ice. This is why ice with salt melts quicker.



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